

ARCHIVAL

# OUTLOOK

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**May/June 2014**  
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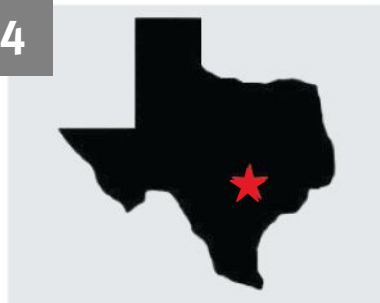
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Courtesy of American Foundation for the Blind.

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### **COVER PHOTO**

**Take Me Out to the Ballgame:** Washington Senators' Bucky Harris autographs scorecards on the dugout steps on Ladies Day, September 8, 1925. If peanuts and Cracker Jack are calling your name this summer, be sure to check out JAL Tours' outing to Nationals Park on August 16. The baseball outing is just one of the activities you can enjoy during the CoSA, NAGARA, and SAA Joint Annual Meeting this summer; for more on the event, see "Take on DC" on page 19. *Courtesy of Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA* <http://hdl.loc.gov/loc.pnp/pp.print>.



## PRESIDENT'S MESSAGE

**Danna C. Bell**

dbellr@att.net

# Going Off the Record

When my predecessor Jackie Dooley launched the *Off the Record* blog I was concerned. I knew that I would have to write columns for *Archival Outlook*, but the idea of coming up with ideas for a blog gave me a serious case of the jitters.

Now that I'm eight months into the task, I feel more comfortable. Writing about issues of interest and importance has been an enriching experience. I'm grateful to those who have contributed posts. It makes my life easier and allows others to share different points of view. I'm also thankful to those who have made comments on posts. It's been interesting to see the responses.

## Your Comments

There were two posts that I knew would draw comments. One was on archivists and employment, and the other was about where archivists fit within the realm of history and library science. On the employment post, several people commented that SAA should conduct a salary survey; Executive Director Nancy Beaumont is now working with others to develop one. Other suggestions included working with library associations to develop accreditation criteria that elevate the standing of librarians and archivists; setting guidelines for jobs posted to the SAA

Career Center; developing best practices for grant-funded term archivists positions; and researching the length of time it takes new graduates to obtain professional positions in archives—whether or not student members become regular SAA members once they complete their degree—and the job titles used for archives positions. These ideas as well as those submitted to me personally and the SAA office will be reviewed; I'm certain that many will be implemented.

## Archivists' Backgrounds

The post exploring if archivists should be aligned with librarians, historians, both, or neither was written after seeing the comments from the post on archival employment. I wrote this post in part because of my surprise that many comments encouraged SAA to work with or explore the work done by library-affiliated associations, but there weren't suggestions for SAA to partner with or explore the work of history-affiliated associations. That made me wonder if more archivists are coming out of library science programs than out of history programs. While some thought I believe that archivists could only come out of a library science program or a history program, I strongly agree with the commenter who said, "We are neither but we are both."

I believe archivists must know the basics of archival arrangement, description, appraisal, reference, and management, as well as the basics of research methodology. But I don't think one has to be a librarian or historian to be an archivist. People come to the archives profession from a variety of paths; I know archivists with backgrounds in science, music, art, philosophy, and literature. My first master's degree is in student personnel services. In addition, though I do have an MLS degree, my program did not include archives training. My first job in archives was wonderful and helped me to learn the basics. I also had amazing mentors who trained me on other needed skills. I eventually took post-master's courses in archives management and professional development courses.

## Demonstrating the Value of Archivists

I'm not alone in coming to archives in what some would consider a nontraditional way. Commenters lamented that they had trouble applying for jobs because they did not come out of a library science— or history-based archival education program,

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# ARCHIVAL OUTLOOK



**SOCIETY OF  
American  
Archivists**

The Society of American Archivists serves the education and information needs of its members and provides leadership to help ensure the identification, preservation, and use of the nation's historical record.

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# A New Way <sup>TO</sup> TEACH in the ARCHIVES

## Introducing TeachArchives.org

Julie Golia and Robin M. Katz, Co-Directors of Students and Faculty in the Archives (SAFA), Brooklyn Historical Society

TeachArchives.org is an educational resource that espouses a new, innovative method of teaching with primary sources in the archives. Launched in February 2014 by Brooklyn Historical Society (BHS), the site is designed for a global audience of archivists, librarians, teachers, administrators, and museum educators. The website offers in-archives exercises and best practices for teaching in the archives, as well as reflections from educators and extensive documentation of the award-winning educational project that made TeachArchives.org possible.

TeachArchives.org is the product of Students and Faculty in the Archives (SAFA), a three-year grant at BHS funded by the Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE). From 2011 to 2013, SAFA partnered with eighteen faculty at three neighboring colleges to bring more than 1,100 early career college students to the archives. While SAFA worked primarily with first- and second-year college students, the resources on TeachArchives.org can be used with students from middle school through undergraduate and graduate levels.

### An Innovative Teaching Philosophy

TeachArchives.org encourages archivists and instructors to move away from a "show-and-tell" model and to model the nuanced skill of document analysis for beginning students. The website shows that visiting the archives simply to expose students to primary sources, while admirable, is not a specific enough objective to make for a successful learning experience. Instructors should be able to craft and articulate specific learning objectives for each visit. TeachArchives.org also focuses on item-level document

analysis, and shows that more time with fewer documents (the fewer the better!) makes for a richer, more in-depth analysis.

Most of the exercises featured on TeachArchives.org ask students to work in small groups (usually three to four students) over the course of one to three visits to the archives. Collaborative group work allows students to puzzle through difficult passages or handwritten documents together, to draw on diverse skills, and to build class camaraderie. TeachArchives.org also encourages archivists and teachers to eschew generic document analysis prompts like "What is this document?" or "When was it created?" as these do not necessarily apply to many primary sources. Instead, instructors should shape the prompts given to students to fit each individual document used to best model the tailored, unique process of document analysis.



"Star of the North, or Comet of 1861," detail from decorated envelope. This image is used in an exercise that introduces students to illustrated Civil War-era envelopes to study the growth of popular imagery in nineteenth-century American culture. *Page 100 of Scrapbook of Civil War envelopes, 1861–1865; William Irwin Martin Civil War envelopes, 1861–1865, 1974.259, box 1. Courtesy of Brooklyn Historical Society.*

### Applying the TeachArchives.org Approach

The "Articles" module of the website draws on three years of in-archives teaching experience to lay out detailed best practices for this new pedagogical approach. TeachArchives.org walks users through defining their visit objectives, choosing appropriate primary sources for their teaching needs, designing effective in-archives handouts, providing thoughtful facilitation during visits, and much more.

These best practices show how great pedagogy often centers on logistical planning. An article titled "How to Make Logistical Decisions" poses and answers seven essential questions—from "how will my students get to the archives?" to "how should the documents be arranged?"—that should be answered when planning an archives visit.

TeachArchives.org also shares an empowering way to teach students about the care and handling of original documents. Instead of presenting these procedures as "rules," which can come across as punitive, archivists should talk about care and handling as stewardship. Students learn to see themselves as valued researchers who are part of a long tradition of caring for our cultural heritage, and to feel a proud sense of responsibility for the security and preservation of primary source documents.

Based on experiences during the SAFA project, TeachArchives.org also makes the case for deep and lasting collaboration between archivists and instructors. Archivists bring essential expertise to teaching in the archives and deep

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# Cherished Traditions

## SAA Student Chapter at University of Texas at Austin Celebrates Twenty Years

Megan Dirickson and Kendra Malinowski, University of Texas at Austin

After paving the way as one of the first student chapters of the Society of American Archivists, the University of Texas at Austin Student Chapter (SAA-UT) recently celebrated twenty years since its founding at the SAA Annual Meeting in 1993. Throughout the past two decades, SAA-UT has provided a forum for students to actively participate in the archival profession. The traditions developed over the years have provided a framework for student involvement in archival advocacy and in their own professional development.

Through SAA-UT, students are introduced to SAA and are encouraged to attend professional conferences. The student chapter regularly holds potlucks, career panels, happy hours, and tours of local and regional archives. These events foster relationships among peers and expose students to a variety of archival positions and repositories.

### Archives Week

Most notably, SAA-UT maintains a strong tradition of participating in American Archives Month every October. In looking through the chapter's records, we were impressed by the scope and constancy of the chapter's annual Archives Week celebrations. For much of the chapter's history, SAA-UT has envisioned a theme and crafted an Archives Week featuring speakers from around the country. Traditionally, the week's events also have included a citywide mayoral proclamation of Archives Week and an Archives Clinic for Austinites to learn how to care for their personal records.

The formation of Archives Week was not immediate, but many of the components of the annual event were there from the start. A lecture series was held in fall 1993 and the tradition of hosting speakers on archival topics

has continued ever since. By 1999, what was "originally conceived as a scheme to put banners on archival repositories in Austin, Archives Week soon mushroomed into an entire week of activities that spread the word about archives . . .," according to the chapter's annual report. And so a tradition was born.

Since then, Archives Week themes have run the gamut. In 2000, Archives Week celebrated international archives, featuring speakers from the National Archives System of Mexico. War and politics were the focus from 2002 to 2004, including a lecture on the destruction of Iraq's National Library and Archives. Cohosted by five departments at the University of Texas, Andras Riedlmayer's (Harvard University) lecture titled "Archives and Cultural Memory under Fire in the Balkan Wars of the 1990s" drew a lot of positive attention. Other past Archives Week themes include Gender in Archives, Archives and Technology, and Archives and Recovery, which focused on disaster preparedness.

Recent years have been marked by more lighthearted themes. Archives City Limits in 2008 focused on music and featured a concert and lecture from the archivist for the band Phish. In 2011, speakers from the Andy Warhol Museum and the Grateful Dead Collection rounded out the theme to "Keep Archives Weird." For Archives Week 2012, the theme of History and Fashion brought in guest speakers Lynn Downey, the historian at Levi Strauss & Co.,





# NEW DIRECTIONS

and Karen Trivette Cannell, the head of the FIT Archives at the Fashion Institute of Technology. In addition, students were able to see a presentation of textile and costume items from the Harry Ransom Center. Much of the success and enthusiasm for these events is no doubt thanks to Dr. David B. Gracy II, who was SAA-UT's faculty advisor from its founding until his retirement in 2011.

## Networking and Tours

Even before hosting Archives Week, SAA-UT has enabled networking with local archivists and sponsored tours of regional repositories. The tours have been regarded as an invaluable experience, providing budding archivists with exposure to the variety of archival positions and their unique challenges.

Numerous archives in the Austin area have graciously given students tours over the years, but the chapter also has traveled throughout the state of Texas. We toured the archives of the Museum of Fine Arts, Houston; the Houston Grand Opera; and the Holocaust Museum Houston. In San Antonio, students have seen the AT&T Archives, Hertzberg Circus Collection and Museum, and the Daughters of the Republic of Texas Library. In 2004, the chapter ventured even farther on a trip to tour several repositories in the Rio Grande Valley. Most recently, in 2013, SAA-UT visited the George Bush Presidential Library and Museum and the Cushing Memorial Library and Archives at Texas A&M University.

The chapter's social and networking opportunities are undoubtedly as valuable as the educational opportunities. Happy hours in conjunction with the Archivists of Central Texas and chapter

potlucks have been staples in recent years, giving students an opportunity to relax and get to know their peers.

## Looking Forward

Our Archives Week outreach events are an important legacy for the chapter and have been a source of pride for our students. They serve a dual purpose: to promote an interest in archives to the broader community and to expose students to the breadth of work being accomplished by archivists. Nevertheless, during our time as officers, we recognized the need for the chapter to evolve and to further evaluate its activities.

Amid the successes of our Archives Week events we have found that this tradition comes with its sacrifices: energies and resources spent on outreach events inherently take energies and resources away from other objectives. This raises questions about how we might better achieve our goals and serve our student members. Last October, SAA-UT continued the tradition of Archives Week but scaled back efforts by focusing locally, coordinating events and lectures by local speakers and repositories. Under the theme of Archives and Technology, students and local archives enthusiasts learned about the current digital archives research of iSchool professor Dr. Patricia Galloway and PhD students Jessica Meyerson and Jane Gruning. Micah Erwin presented on the Harry Ransom Center's experience using Flickr as a crowdsourcing tool to identify manuscript fragments (see "Fragments of History," *Archival Outlook*, March/April 2014, pp. 8–9).

The chapter is both continuing the traditions of past student officers and looking forward to implementing new ways to serve its

members. President Susan Floyd and Vice President Lauren Gaylord defined the chapter's trajectory: "The main focus of the group going forward will

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**2006**

## GENDER and ARCHIVES

Archives Week 2006  
Documenting Underrepresented Communities  
~ Women and Gender in Archives ~

**October 22-28, 2006**  
At the University of Texas  
and  
The Austin History Center

**Event Schedule**

**October 24: What's Gender Got to Do With It? Women's History Archives** — keynote address by Carolyn Dean, executive director of the Schlesinger Library at Radcliffe University  
7:00 pm, C&L 100

**October 25: What You Get Is Not What You See: The Names and Images of Documentary Photography** — by Dr. David B. Gracy II, University of Texas at Austin  
7:00 pm, C&L 100

**October 26: Collecting and Researching Women's and Gender Stories** — our wide-ranging panel discussion about women and gender in archives. Panelists: Catherine Conrad and Tanya Kohn and Professor Tanya Kohn of the History Department  
7:00 pm, C&L 100

**October 28: Community Archives Clinic** — Do you have questions about building and preserving your family's precious documents, recordings or films? Bring your questions or items to the Austin History Center for consultation with archivists and conservators.  
1:00 – 5:00 pm, Austin History Center, 8th and Guadalupe

Co-sponsors: The University of Texas, The Texas Center for Digital Archives, The Digital Library of the University of Texas, The Center for Women and Gender Studies, The University of Texas at Austin, The Center for the Study of the American West, The Center for the Study of the American South, The Center for the Study of the American Southwest, The Center for the Study of the American Northwest, The Center for the Study of the American Midwest, The Center for the Study of the American Northeast, The Center for the Study of the American Southeast, The Center for the Study of the American West, The Center for the Study of the American South, The Center for the Study of the American Southwest, The Center for the Study of the American Northwest, The Center for the Study of the American Midwest, The Center for the Study of the American Northeast, The Center for the Study of the American Southeast.

**2008**

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CHAPTER

## ARCHIVES CITY LIMITS

Special Thanks  
to the  
School of  
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and the  
University  
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for their  
generous  
support

**Archives Week 2008**

**Archives City Limits Concert**  
Wednesday, October 22nd, 7:10 PM  
UT Campus, 216  
Tickets \$12 at the door

**"Gigs to Gigabytes"**  
A Lecture by Kevin Spelman, Archivist for the Band Phish  
Thursday, October 23rd, 8:30 PM  
UT Campus, 216

**"Jazz in the Stacks"**  
A Lecture by Edward R. Miller and Michael Tansik  
Friday, October 24th, 8:30 PM  
UT Campus, 216

**TEXAS SINGS: Documenting the Music of a Community**  
A Panel Discussion about Music and Archives Collections  
Saturday, October 25th, 2:00 PM  
UT Campus, 216

**Archives Clinic 2008**  
November 1st, 1:00 – 5:00 PM  
Austin History Center, 8th and Guadalupe Street

**2011**

## ARCHIVES WEEK 2011: October 24th—29th

**October 24th, 7pm**  
Andy Warhol Museum  
Houston Archives Center  
North Ballrooms, UT Campus  
2301 Speedway, Austin, Texas

**October 27th, 7pm**  
Nicholas Marshall, Archivist  
Grateful Dead Collection  
Student Activities Center  
North Ballrooms, UT Campus  
2301 Speedway, Austin, Texas

**October 29th, 1-3 pm**  
Archives Clinic  
Austin History Center  
800 Guadalupe Street,  
Austin, Texas

Co-sponsors: The University of Texas, The Texas Center for Digital Archives, The Digital Library of the University of Texas, The Center for Women and Gender Studies, The University of Texas at Austin, The Center for the Study of the American West, The Center for the Study of the American South, The Center for the Study of the American Southwest, The Center for the Study of the American Northwest, The Center for the Study of the American Midwest, The Center for the Study of the American Northeast, The Center for the Study of the American Southeast.

Materials used to promote Archives Week at the University of Texas at Austin. The school's student chapter has maintained a strong tradition of celebrating this event each October. *Courtesy of the University of Texas at Austin.*

# ACCESSIBLE ARCHIVES

The American Foundation for the Blind Embarks on Digitization Project  
Helen Selsdon, American Foundation for the Blind

As the archivist at the American Foundation for the Blind (AFB), I am in charge of Helen Keller's archival collection of more than 80,000 items. Keller is famous: scholars, filmmakers, writers, and students contact us for information; scores of books have been written about her; and a movie about her childhood received an Academy Award. But she's often depicted as a "saintly" figure—not a real flesh-and-blood woman with deaf blindness who worked hard to improve the lives of those with vision loss and change perceptions of blindness. The superhero perception of Keller diminishes her achievements and does nothing to demystify disabilities. At AFB, we believe that through complete access to her collection, users can gain the in-depth understanding of Keller that humanizes her in a way that movies, books, and articles can't.

Although the majority of visitors to our archival collections are sighted, AFB has gone to great strides to accommodate and assist researchers with vision loss. For those with low vision, we provide access to a closed-circuit television (CCTV) that can zoom in on text. Blind researchers are normally accompanied by an assistant, who will read text aloud. Similarly, deaf-blind researchers have assistants who are familiar with sign language. Though it may seem laborious to read text, the speed at which material is reviewed does not appear to be significantly slowed.



Archivist Helen Selsdon with Crista Earl, director, web operations, and Earl's guide dog Paige reviewing Helen Keller materials. *Courtesy of the American Foundation for the Blind.*

## Digitizing Helen Keller's Collection

AFB's website ([www.afb.org](http://www.afb.org)) is fully accessible to those who are blind or visually impaired, as is the online guide to Helen Keller's archival collection, which uses standard Encoded Archival Description (EAD). The EAD allows for searches by subject, name, and place, but can only indicate which folder the item can be found in, not the item itself; the researcher or I must pull the folder to access the information. In July 2013, I wrote a grant to the National Endowment for the Humanities (NEH) to digitize the collection

and make it fully accessible via the web. Because AFB did not find an archival tool that was fully accessible to those with disabilities, we set out to design our own. We continue to improve this pilot project; the site currently features 1,442 scans representing 515 items and can be viewed at <http://helenkeller.dlconsulting.com/>.

Our web team—which is led by a woman who is legally blind—makes sure that the site can be smoothly navigated by those who can't see, as well as by those who can. Sara White's November/December 2013 *Archival Outlook* article, "Disability: Uncovering Our Hidden History," included a survey response from an individual with a disability. When asked if archives take individuals with disabilities into consideration when designing their websites, the individual noted that "digital collections are merely scanned images of archival collections without accessible mediums." This is a problem. The best mode for ensuring digitized documents are accessible is to include a text version of the contents; this allows readers with vision loss to use assistive technology to access online materials. Screen readers, such as JAWS or Window-Eyes software, provide sophisticated speech or braille output and a somewhat modified interface of both software and webpages. People with low vision may use screen magnification tools—like ZoomText or MAGic software—which enlarges text and images on the screen and often provides speech output.

An important step in this project will be the creation of text transcriptions using Optical Character Recognition (OCR). OCR is a program that enables computers to read scanned text and spits out accessible

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## **Why Do Archivists Support Certification?**

*It provides  
a competitive edge*

*It strengthens the  
profession*

*It recognizes professional  
achievement and  
commitment*



In the past decade, more than 1,300 professional archivists have felt it was important to sit for the Certified Archivist examination.

The next Certified Archivist examination will be held August 13, 2014 in Albany (NY), Madison (WI), Phoenix (AZ), Tuscaloosa (AL) and Washington (DC) -- and wherever five eligible candidates want to take it.

For more information about the Certified Archivist examination, please go to the ACA website ([www.certifiedarchivists.org](http://www.certifiedarchivists.org)) or contact the ACA office (518-694-8471 or [aca@caphill.com](mailto:aca@caphill.com)).

# Finding Edward

Discovering the Character and Fate of a World War I Veteran

Gracie Lock and Sara Dinari, Sonoma State University

The Tanner letters project started simply enough: As library student employees at Sonoma State University, we were given the task of documenting World War I letters that were gifted to the library by Sonoma County historian and local newspaper columnist Gaye LeBaron.

The letters, documenting the wartime experience of Santa Rosa, California, soldier Edward Tanner and his sister Eliza, a nurse, were given to LeBaron in 1984 by a woman who had the Tanner name, but had no relation to the letters' scribes. Prior to that, the stack of correspondence had been kept by an editor of a Napa newspaper. How the editor obtained them remains a mystery.

As we scanned, transcribed, and cataloged these letters, our curiosity grew. Who was Edward? Did he make it home from Europe? What became of him following World War I?

## Edward's Fate

Due to the nature of the letters, we know that Edward and Eliza were stationed overseas during the war. Eliza returned safely to the States, her final letter documenting her arrival from Europe to Virginia via the U.S.S. *Finland*:

Arrived in America 8:30 last night. Had a grand trip on the U.S.S. *Finland*. Have reported to a Navy hospital in Virginia. Have sent my name in for transfer to Mare Island. So may be in San Francisco in a couple of weeks. On leaving Scotland, I went to Plymouth Eng then to Brest France from there to St. Nazaire and then on the good ship *Finland* to Newport News Virginia.

Edward's fate was more of a mystery. In his last letter home, written on April 1, 1919, Edward was still waiting in Pauillac, France, for

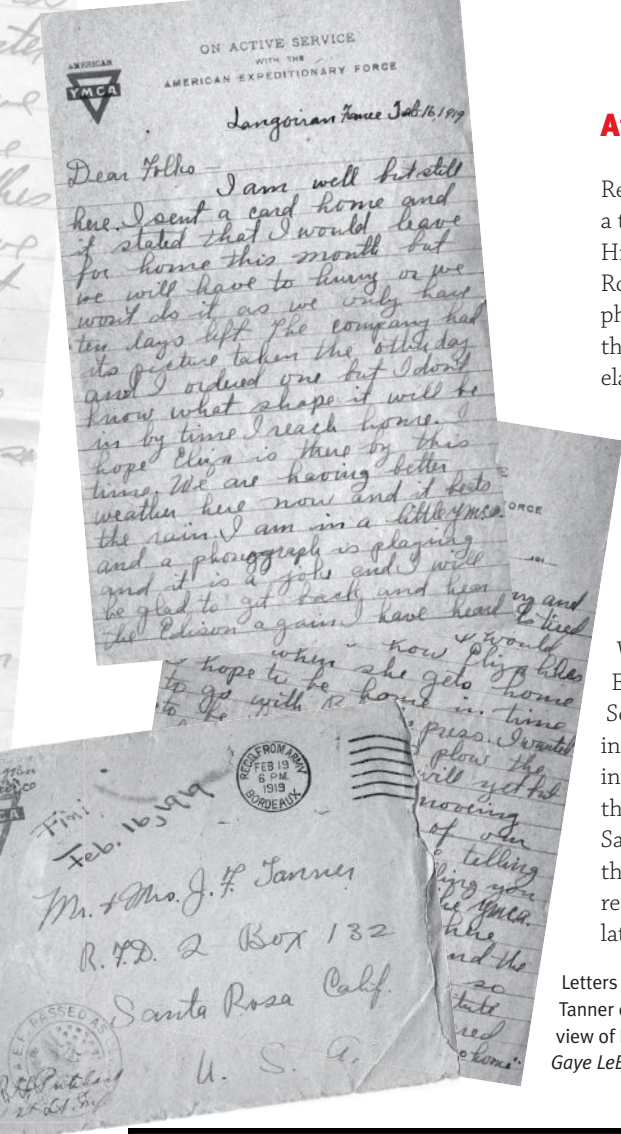
his journey to the United States to begin. Considering it was the final letter addressed to Santa Rosa, we were left to speculate if he made it home.

A key to tracing Edward's path was noting the battalion he was assigned to in 1918. The 40th "Sunshine" Division was the company in which he was placed at Camp Kearny, San Diego. He often signed his letters "144th Machine Gun Battalion," or "144th M.G. Bn" for short. In addition to Edward's own record of the movements of his company, the history of the 79th Infantry Brigade, of which the battalion was part, gave us definitive proof of his general movements.



Postcards sent from Europe by Edward and Eliza Tanner during World War I. The Tanner letters were gifted to the Sonoma State University Library by Sonoma County historian and local newspaper columnist Gaye LeBaron. Courtesy of the Gaye LeBaron Collection, Sonoma State University.





## After the War

Researching the Tanner family began with a trip to the Sonoma County Library's Local History and Genealogy Annex in Santa Rosa. Locating the Tanner family in local phone books and census records was easier than anticipated. There was a moment of elation after finding proof that Edward did in fact make it back to Sonoma County safely and led a productive life.

With his vital statistics in hand, we were able to find Edward's obituary after a brief scan of Sonoma State Library's archived *Press Democrat* microfilm reels. According to census records, his World War II draft card, and his obituary, Edward spent his remaining years in Sonoma County. He worked as a laborer in Cloverdale for a time and married late in life. In the late 1940s he worked for the Works Progress Administration in San Francisco. He was later employed by the *Press Democrat* as a printer, eventually retiring from that position. He settled and later passed away in Healdsburg, California.

Letters written by Santa Rosa, California, soldier Edward Tanner during World War I. The letters give a rich historical view of Europe during times of combat. *Courtesy of the Gaye LeBaron Collection, Sonoma State University.*

Using information from Edward's and Eliza's obituary notices, we did more digging to find their final resting places. With the assistance of the Santa Rosa Memorial Park and Eggen and Lance Mortuary, the graves of Edward and Eliza were found next to those of their parents, James and Delilah. However, no headstones mark their locations. Speculation has been made as to why, as both were veterans. However, this piece of the puzzle remains unsolved.

## What the Letters Revealed

Learning Edward's fate gave us a sense of completion. But it was through the letters that we were able to experience his character. With detail and frankness, Edward wrote of France, the weather, the prices and quality of goods, and the beautiful countryside. Although he made only brief mention of it, he also wrote about how he longed to be home:

France is a pretty country with hedge fences around each field which generally is very small and wooded hills and forests are every where [sic] to be seen. It is cold and rainy now and I don't like the weather at all. Take it from me and stay

**Continued on page 24 >>**

# Preservation Metrics



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# SEND IN THE PROFESSORS



## Cultivating Class Projects in the Archives

Amanda Keys Norman and Amie Oliver, The Texas Collection, Baylor University

Special collections operate differently than other libraries, and because of this, they can be intimidating for patrons. Getting professors in the door can be a challenge, no matter how spectacular the collection. Building relationships with professors, whether personal or professional, is vital to having them use special collections for class projects. While such projects require a good amount of work for both the archivist and the professor, the rewards make the efforts a great investment of time and resources.

### Cultivating Relationships

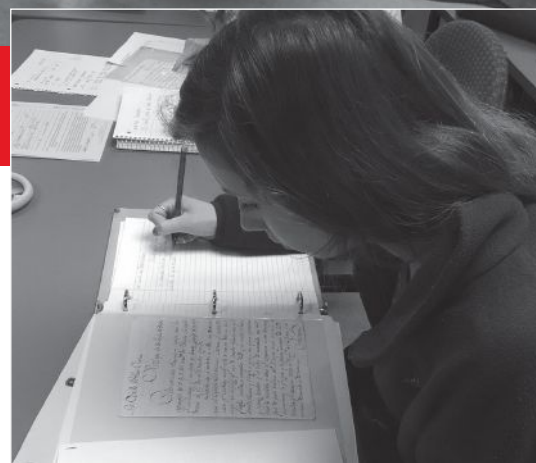
As coordinator for User and Access Services at Baylor University's Texas Collection (TC), Amie Oliver has developed friendships with several professors and regularly mentions the unique materials in the collection. It was through one of these conversations with Spanish professor Scott Spinks that a project was born. Spinks was looking for a hands-on "lab" experience for humanities students,

and Oliver informed him of our Spanish-language materials, including a collection of early nineteenth-century letters (the John Rowe collection). Spinks assigned each student a letter and gave them the challenge of transcribing the letter and updating it to modern Spanish.

Spinks was initially worried about how students would react to the project—the letters were formal, handwritten, and challenging to translate. However, Oliver put his mind at ease by drawing on stories of users becoming enamored and inspired when working with the items in the collection. And indeed, students responded positively to the project; Spinks was so pleased that he is continuing the project with future classes.

### Initiating Contact

Even if a professor used archives as a graduate student or in his or her own



**Top photo:** Spanish students hard at work on the first day of their transcription efforts this spring, with Baylor University Spanish professor Scott Spinks standing by to assist as needed. *Courtesy of The Texas Collection, Baylor University.*

**Inset photo:** A student studying Spanish begins her efforts at reading and transcribing a letter in elaborate script from the Rowe collection. *Courtesy of The Texas Collection, Baylor University.*

research, many don't consider incorporating special collections materials into the curriculum. In addition, TC is often in competition with other libraries that also want professors to use their materials in the classroom. Sometimes the best efforts to attract classes to the special collections go unnoticed.

One effective way to spark interest in special collections is to meet professors on their turf. Ask a department chair for a few minutes to speak at a department meeting, or human resources for some time during new faculty orientation.

For example, while Spinks and Oliver were working together, he invited her to speak about TC and his Spanish transcription project at an on-campus modern foreign language mini-colloquium. After the event, German professor Jennifer Good inquired about a special collections research project for her and her assistants, but she didn't have knowledge of the content of TC or ideas about what kind of project she wanted to do—another challenge when dealing with professors. But that's where special collections faculty and staff can help, especially if

they keep a list (mental or written down) of potential research projects using collection materials.

In this case, Oliver had worked on a complete reorganization of TC newspaper collections when she came across a German-language newspaper, the *Waco Post*, with holdings from the 1890s–1920s. Not much is known about the German Waco community, so she knew there was great research potential in those papers. Because Good was open to suggestions, Oliver pulled various German-language items, including the *Waco Post*, and Good and her assistants began a research project to examine this German community using the newspapers to glean information.

Good recently presented findings at a conference and is excited to continue to use this resource—she plans to study the newspaper for the next ten to fifteen years. She will not need to make long research trips to Germany or Austria because the materials she needs are in the building next to hers. If Oliver hadn't spoken at the mini-colloquium, Good may have never



Jennifer Good, professor of German at Baylor University, and her students were thrilled to discover an untapped research subject in the *Waco Post*, which documents the German community in Waco at the turn of the twentieth century. *Courtesy of The Texas Collection, Baylor University.*

Continued on page 25 >>

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# When Is Enough ENOUGH?

## Examining the Impact of Iterative Description Practices on Researcher Success

Jodi Berkowitz, North Carolina State University

Between April 2013 and March 2014, the North Carolina State University Libraries Special Collections Research Center (SCRC) conducted a series of three user studies to assess the feasibility of conducting meaningful research using materials at varying levels of processing. In the first study, participants were asked to complete research tasks using a large, unprocessed collection for which only minimal description was available. In the second study, an initial finding aid for the same collection was presented. A more complete finding aid was provided for the third study. The content of each of the finding aids reflected input of subjects from the previous studies. These studies were conducted as part of "Acting for Animals: Revealing the Records of Animal Rights and Animal Welfare Movements,"

a two-year project funded by a Council on Library and Information Resources Hidden Collections grant.

### Methodology

Ten participants were recruited for each study. The subjects recruited for the first study had previous experience using special collections materials. Such subjects were desired because the first study asked participants to use a spreadsheet to conduct the research tasks, as opposed to a more familiar, traditional finding aid. It was expected that experienced participants would be better able to mitigate the difficulty of working with a different descriptive tool.

Seven of the ten subjects in the first study participated in the second and third studies. Three additional subjects were recruited for the second study, and two of these subjects participated in the third study as well. A single additional subject was recruited to complete the third study participant group. Graduate students and a faculty member in the history, education, and veterinary medicine departments composed the participant groups.

Of the first study group, five participants (50 percent) rated their level of experience using archival materials for research as intermediate. Four participants (40 percent) rated themselves beginners and one participant (10 percent) rated herself advanced. The experience levels of participants in the



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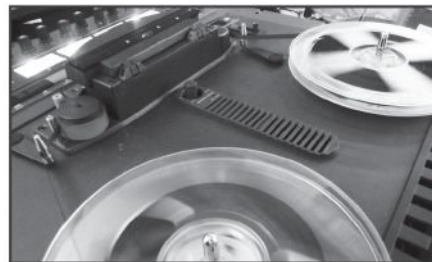
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second and third user groups were identical, with five beginners, four intermediate users, and one advanced user.

Testing took place in the Usability Lab at D. H. Hill Library at NC State. The first study was conducted in April 2013, the second in November 2013, and the third in March 2014. Each study consisted of four parts: a background questionnaire, questions regarding initial impressions of the descriptive tool being studied, a series of tasks to be completed by interacting with the descriptive tool, and a post-test questionnaire. Each test took approximately one hour and all participants were tested individually.

The studies were completely identical with the exception of the descriptive tool being investigated: the first study presented participants with an initial box list for an unprocessed collection in the form of a spreadsheet, the second study presented an initial finding aid for the same collection, and the third study presented a more complete finding aid for this collection.

The focus of the studies was the tasks section, which consisted of ten research scenarios in which the participants were asked to use the spreadsheet or finding aid to determine if the collection would

be useful to them in their research, and why they made that determination. The facilitator took notes and marked task success according to a rubric of task difficulty levels: easy, medium, hard, or fail.

Results

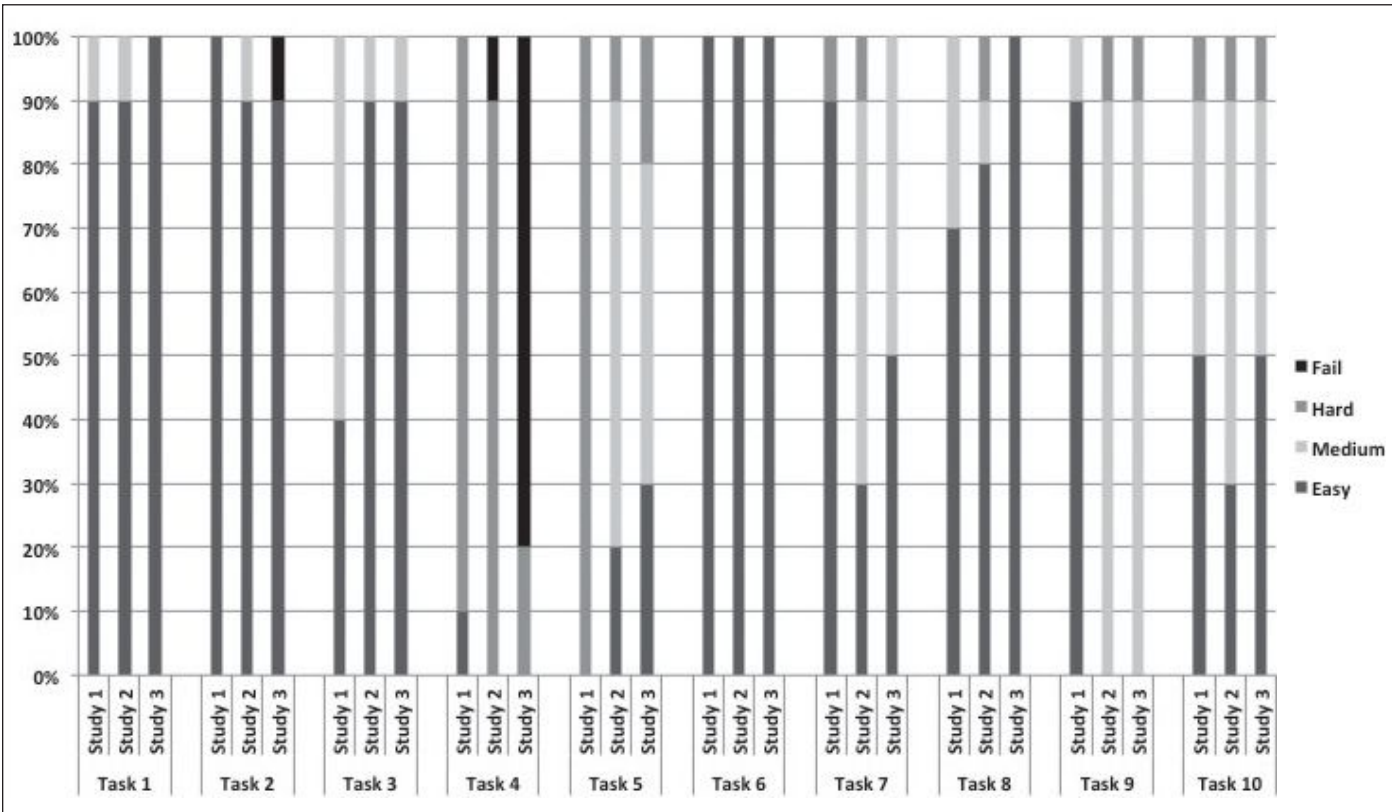
Findings based on task performance scores show that researchers will work successfully with the descriptive tool they are given, be it a rudimentary box list, a preliminary finding aid, or a refined finding aid reflecting a processed collection. Study participants were positive and confident about their research activities—strikingly so—when working with only a spreadsheet containing box-level information and with no collection-level or contextual information. However, participants had difficulty accessing search results in context in study two and moreso in study three. As the descriptive tool used by participants was refined over successive studies, task performance improved for four tasks (40 percent), remained the same for three tasks (30 percent), and decreased for three tasks (30 percent).

Task performance improvement correlated directly with two factors: finding aid design that includes a series arrangement note in

a prominent position along with links to each series, and the availability of a higher amount of description, allowing researchers to conduct successful keyword searches more easily. In tasks that were straightforward and could be completed with an in-document keyword search (one, six, and eight), there were also entire series matching each of these task objectives. The final finding aid presented to subjects contained a series arrangement section with links to each series, and this section appeared above the fold on the default page of the finding aid. In study two a series arrangement note was present but the series were not linked and many subjects glossed over this note. In study three, most participants began their searches by consulting this series list and were able to meet their needs solely through this method.

In tasks that involved multiple search variables (seven, nine), many participants commented that a Boolean or advanced search feature would facilitate complex searches. One participant stated a preference for results to be presented like those in a library catalog search, with facets to help narrow results, and another noted that larger topics are harder to search without being able to refine the results.

Continued on page 26 >>



# THE WORDS ARCHIVISTS USE

Geof Huth, New York State Archives and Records Administration

The year 2005 was a fortunate one for archivists. SAA published *A Glossary of Archival and Records Terminology* by Richard Pearce-Moses, and archivists had their first real dictionary of the words they used as a profession. That new *Glossary* was sophisticated, authoritative, and voluminous. Originally available in print, it continues online on the SAA website for anyone to freely use.

Almost a full decade later, the language of archivists and archives has changed. Our vocabulary has grown as technology has inhabited our work, but also the realm of archives is growing. While technology is part of the reason for this, the rest has to do with how the archives profession is increasing its range of interests—from conservation and digital records, to advocacy and the law, to our myriad connections with allied professions that are blurring the boundaries between us. After all these years, after so much change, it is time to update, revise, and enlarge this work.

## A New Dictionary

With this in mind, the SAA Council created the Dictionary Working Group in fall 2012 to review and revise the 2005 *Glossary*. I serve as a member of the working group, which is led by Rosemary Pleva Flynn, who has years of experience working on the ARMA International glossary. The other members of the working group—Tamar Chute, Kristy Dixon, Pam Hackbart-Dean, Andrew Hyslop, Dawn Schmitz, Margery Sly, and Diane Vogt-O'Connor—are dedicated archivists from across the country who are committed to enriching this resource.

The working group has developed a solid plan to expand the value of the dictionary so that it can continue to grow as a searchable database on the web. From now on, the working group will be rolling out new information about the dictionary on a regular basis and engaging SAA members in its creation.

The new edition will have a new name: *Dictionary of Archives Terminology (DAT)*. The reason for this name change is twofold. First, we need to recognize that what we are starting with—the 2005 *Glossary*—was already a full-fledged dictionary rather than a simple glossary. Second, we wanted to distinguish the work done by Pearce-Moses from what is being done to that work, thus preserving the 2005 *Glossary* as he had created it. Even when our new and renamed edition is added to the SAA website later in 2014, the 2005 *Glossary* will remain available online.

## Subject Tags

One significant project of ours has been to add subject tags to every one of the more than 2,000 terms in the existing dictionary. Eventually, this will allow anyone to put together a reading list of terms on a related topic. For example, if you want to produce a list of all the dictionary entries relating to *advocacy*, a simple click on a hyperlinked tag will take you to exactly what you're looking for. This is just one example of how we are working to make the dictionary an interactive online resource.

## Reading Program and Crowdsourcing

We have also been reading the literature of archives from 2005 forward, searching for new terms and finding citations of terms in context so we can define these terms accurately in the dictionary. We have started by reading *The American Archivist* and books published by SAA, but we will be expanding to other journals and book publishers. Our goal is not to produce a dictionary for SAA, but a dictionary for the archives profession, a dictionary of archives terms in English.

Crowdsourcing is another means by which the working group will be gathering words. We need you to suggest new terms at <http://www2.archivists.org/glossary/suggest-a-term>

and to send us citations of archives terms in use. Thanks to the dozens of SAA members who have already submitted terms. Please send more. You can help build this resource.

## Join Us in DC!

So pay attention during the next few months, as we tell you more about the dictionary. And plan on attending the 2014 Joint Annual Meeting of CoSA, NAGARA, and SAA in Washington, DC, where we will hold a forum about the dictionary on August 14.

We want every member of SAA to think about the dictionary and help us make it better. By interacting with this rich vocabulary of ours, you will not only bolster an important resource, but also the profession as a whole. ■

## Word of the Week

Expand your professional vocabulary with the Dictionary Working Group's Word of the Week. Every week beginning this summer, the working group will highlight a different entry from the *Dictionary of Archives Terminology (DAT)*. Some entries will define new words while others will be edited versions of entries from the 2005 *Glossary*. These may include new or revised definitions, new notes on the terms, and additional citations of archives terminology in use. The purpose of the Word of the Week is to raise awareness about the dictionary and also allow archivists to respond with questions and suggestions about the entries. The Word of the Week will be distributed via email ("opt in"), Twitter, Facebook, and *In the Loop*. Choose your mode of interaction and lend your voice to the development of this important resource for all archivists!



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## Dennis Meissner Elected Vice President



**Dennis Meissner**, head of collections management at the Minnesota Historical Society, has been elected SAA vice president/president-elect for 2014–2015. He begins his one-year term this August following the Annual Meeting and will serve as the seventy-first president in 2015–2016. Current Vice President Kathleen Roe will assume the 2014–2015 presidency in August.

**“The best and most effective advocacy efforts are local.”**

A Fellow of SAA, Meissner recognizes the prominent role SAA plays in

advocating for the archival community. However, he notes that this role pales in comparison to the supporting role the organization plays “as a partner with other archival advocates, including local and regional archival associations, individual archivists, and archival repositories.”

To engage with these individuals and organizations, SAA must collaborate with them by providing training, advice, and informational resources. SAA must remain accountable, which “demands a robust standing committee to ensure that the ongoing collaboration for advocacy has the tools and resources it needs, that these efforts are scrutinized and enforced, and that communication is effective.” SAA must also evaluate its work, ensuring that “good will leads to good results,” Meissner says.

### VOTER PARTICIPATION TRENDS



Year	Eligible Voters	Ballots Cast	Percentage of Voters
2014	5,971	1,202	20%
2013	5,900	1,008	17.1%
2012	5,675	1,337	23.5%
2011	5,618	1,472	26.2%
2010	5,157	1,279	24.8%

### WHO WOULD YOU SUGGEST?

The newly elected Nominating Committee members are already on the lookout for prospective candidates for the 2015 SAA election. Suggestions are anonymous and confidential. Submit the prospective candidate's name, institutional affiliation, brief bio, and why you think this person should be considered via the form at <http://www2.archivists.org/governance/election/Nomination-Form>.

## Pam Hackbart-Dean, James Roth, and Rachel Vagts to Join the SAA Council

**Pam Hackbart-Dean** (Southern Illinois University–Carbondale), **James Roth** (John F. Kennedy Presidential Library and Museum), and **Rachel Vagts** (Berea College) have been elected to the Council for three-year terms (2014–2017). The newly elected identified the priorities for advancing SAA's Strategic Plan in their respective candidate statements.



### Pam Hackbart-Dean

“The SAA Strategic Plan provides a roadmap for promoting the value and diversity of archives and archivists, and it focuses our attention on what matters most: evolving our organization and profession. Now the priority must be to market it. We archivists should use social media tools, such as Facebook, Twitter, Google+, and Tumblr to promote all aspects of the plan.

“Another way to promote the plan would be to hold town hall discussions during

the Annual Meeting as well as webinars to explain the plan's objectives in detail, the timelines to be met, and the strategies necessary to meet them. By spreading the word . . . we will generate excitement for the plan. It will also allow for discussion and ideas from the membership on how to move SAA and the profession forward.”

### James Roth

“My priorities for advancing the Strategic Plan focus on my commitment to lifelong learning for members of our profession . . . We must provide professional growth to expose members to new trends, technologies, and best practices in the field. We will continue to seek new learning opportunities, such as webinars and online publications . . . We must respond positively and take chances on new types of learning experiences, such as CURATECamps and Hack-a-thons.

“We must always remember that as Council, we work for the membership.

If we do not encourage members to continue to seek knowledge, to participate in the national conversation about archives and information, or to communicate and share our knowledge with as wide an audience as possible, then we have failed our duty.”



**“We have to remain open to new ideas, yet balance those with existing needs, and never be afraid to reexamine policies, strategies, and goals.”**



### Rachel Vagts

"The four goals of the current SAA Strategic Plan seek to support the Society's mission to promote the value and diversity of archivists and archives . . . It is my priority that the Society and the Council must work to create channels of communication that provide transparency and clearly share the work that the Society is doing on behalf of its members as they undertake these proposed actions.

"During my terms on the Membership Committee and the Annual Meeting

Task Force, I had the opportunity to hear ideas that SAA members brought forward calling for change within our organization. As an organization, we must remain responsive to the needs of our members (both new and old), continuing to develop ways of receiving feedback through both formal and informal routes of communication to grow and strengthen the Society."

## SAA Nominating Committee Welcomes Cristela Garcia-Spitz, Erin O'Meara, and Eira Tansey

The 2015 Nominating Committee will comprise **Cristela Garcia-Spitz** (University of California, San Diego), **Erin O'Meara** (Gates Archive), **Eira Tansey** (University of Cincinnati), and two third-year Council members selected by the Council at its May 2014 meeting. O'Meara will serve as chair of the Nominating Committee. The committee begins its service immediately and works through the fall in preparing a slate of candidates for the 2015 election. The new members of the Nominating Committee defined their vision of diverse leadership for SAA and described how they would select candidates to make that vision a reality.

### Cristela Garcia-Spitz

"Diverse leadership brings fresh perspectives, creative thinking, innovation, and a wide range of knowledge, skills, and experiences to an organization. When selecting nominations for leadership positions, we want to highlight the broad range of SAA members by finding representation from multiple viewpoints of distinct archival specializations, cultural backgrounds, geographic regions, types of institutions, and different points in their careers.



"All of the SAA elected positions require energy and a willingness to work, and I am enthusiastic about being a part of the process."

"One way to do this is to have members of the Nominating Committee reach out to identify qualified candidates they have encountered throughout their professional careers and seek out ways to engage or re-engage members through their networks . . . I strive to meet new people as well as keep connections with colleagues I have met over the years . . . Participation in planning committees and roundtables has also given me a broader perspective on the various communities within SAA."



### Erin O'Meara

"Diverse leadership in action includes a team that has diverse opinions, experiences, perspectives, and organizational affiliations. The team should accurately reflect the diversity within SAA's membership.

"With a transparent and inclusive nomination process, we can represent SAA members and work toward the goals outlined in the 2013–2018 Strategic Plan."

"I would work to identify and select potential candidates through multiple avenues. First, reach out through more traditional channels—to individual contacts, as well as section and roundtable leaders to identify any potential nominees. But I would also go through nontraditional routes like Twitter and other externally relevant groups like CURATEcamp attendees, [National Digital Stewardship

Alliance] affiliates, [Digital Library Forum] members, and regional associations. It is important to find out what has worked and what hasn't worked in previous years from membership and leadership."

### Eira Tansey

"Working toward a diverse leadership for SAA starts much earlier than identifying current members for opportunities—it begins before someone joins SAA, by establishing a foundation to attract a diverse constituency to the profession in the first place.



"SAA's recent partnership with ARL to expand the Mosaic Program for the recruitment of archivists from underrepresented racial and ethnic minority groups is a significant achievement. The large number of applications for this year's cohort is encouraging, and suggests that future recruitment efforts will continue to be successful. Initiatives such as the Mosaic Program are essential to identifying future SAA leaders."

"A major key to achieving diversity is being inclusive of the multiple generations represented within SAA."

# Yvonne Ivey

As one of the five fellows in the Association of Research Libraries/SAA Mosaic Program, Yvonne Ivey will intern at the George W. Bush Presidential Library and Museum, where she will learn the acquisition and accession process, provide reference services, and work with unclassified presidential materials. Read on for Ivey's thoughts on diversifying the archives profession and holdings and her goals as a Mosaic Program fellow.

## SAA: Why did you decide to pursue a career in archives?

**YI:** I was most attracted to the archival profession because it facilitated an opportunity for me to feed my curiosity while having the chance to help others. I believe in the beauty of preserving history's evidence and ensuring it is available for others to experience it. From as far back as I can remember, I have always had a curious mind, and archivists are the gatekeepers to the true treasure troves. As an undergraduate, I had an impactful experience interning at the Coca-Cola Archives under the mentorship of Jamal Booker. That experience alone solidified my love for the archival profession—I knew I was destined to become an archivist.

## SAA: What do you hope to accomplish as a result of your participation in the Mosaic Program?

**YI:** I am working to become more engaged and active within SAA through networking and professional development opportunities. I hope to come out of this experience with the skill set hiring managers seek, as well as with more knowledge about the complexity of the archival field and what I can do to ensure its relevancy in the future.

## SAA: In your opinion, what's one step the archives profession can take to further attract diverse individuals to the workforce?

**YI:** Recruitment at the college level: many college students do not recognize the opportunities available within the profession. Recruitment events such as job fairs, informational sessions, and better marketing by the campus library can draw further attention to the archives profession.



Yvonne Ivey

## SAA: Thirty years from now, what do you hope peoples' perception of the archives profession will be?

**YI:** I hope that people have a better understanding of what the archives profession is and how beneficial it is. Archivists are much more than the people who collect documents and artifacts; archivists essentially shape the past. Archives help foster a society's sense of identity. Everyone should know archives' significance—not just researchers and scholars.

## SAA: As an archivist, how will you help to diversify collections and bring more awareness to underrepresented cultures?

**YI:** Archivists need to learn to be uncomfortable. They'll need to welcome materials that they don't agree with, but they have to understand that preserving them is important. I hope to have the opportunity to speak out in forums or conferences to create a dialogue about the need for archivists to step away from their comfort zones and think about the bigger picture: creating a mosaic of America. ■



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posts by John LeGloahec, organizer of JAL Tours, will address this year's baseball outing at the Joint Meeting. See <http://archivesdc2014.wordpress.com/2014/03/11/>, and if you're interested in attending, send John an email at [legloaj@gmail.com](mailto:legloaj@gmail.com).

## Weather

DC weather in August can be a challenge for those who have never experienced it before, so Beth Davis-Brown provides some tips on coping with the "Mid-Atlantic summer wonderland" in a post at <http://archivesdc2014.wordpress.com/2014/04/01/>. Be prepared for average temperatures near 90 degrees and expect high humidity with scattered rain showers. As you consider what to pack for your trip, make sure you put sunscreen, insect repellent, and comfortable walking shoes at the top of your list.

## Monuments Madness

Comfort is especially important if you'd like to reenact the *Washington Post's* inaugural Monuments Madness challenge to determine the best monument in DC. See Caroline Muglia's post describing the challenge at <http://archivesdc2014.wordpress.com/2014/04/03/> and see how many you can cross off your list.

## Your Suggestions

Of course, if you think we've overlooked something, or if you just want to chime in with your approval of our suggestions, we welcome your comments and questions on the blog. We want to incorporate our readers as much as possible into our explorations of DC. The Host Committee is eager to go beyond our already-planned adventures to investigate the neighborhoods, attractions, and restaurants you recommend.

Keep checking the blog between now and the conference as we explore DC neighborhoods from Adams Morgan to Woodley Park. If dining is more to your, *ahem*, tastes, we'll discuss restaurants such as Ben's Chili Bowl and Zaytinya. Whatever you decide to do in DC from August 10 to August 16, we hope you make our home your home! ■



# All You Need to Know Is on the Host Committee Blog

**Beth Davis-Brown and Andrew Cassidy-Amstutz, Co-chairs,  
2014 CoSA, NAGARA, and SAA Joint Annual Meeting Host Committee**

We wrote about the Host Committee and our broad plans in the March/April issue of *Archival Outlook*. In this issue we're pleased to introduce you to the Host Committee blog and summarize the topics we've covered thus far, as well as our plans for summer posts as we count down to the Joint Annual Meeting August 10–16 in Washington, DC. The blog is available at <http://archivesdc2014.wordpress.com/>.

## Transportation

Transportation is a key issue for anyone planning a trip to our nation's capital. Host Committee members Morgan Sawicki and Caroline Muglia have written three posts about transportation options for traveling to DC and getting around once you arrive. Their investigations have uncovered the best ways to travel to DC by car, train, plane, and bus. They also learned that Southwest Airlines will be adding more routes to Ronald Reagan Washington National Airport (DCA) around the time of the conference. Check out their posts:

- "Planes and Trains and Automobiles: How to Get to DC, Part I" <http://archivesdc2014.wordpress.com/2014/03/14/>
- "Planes and Trains and Automobiles: How to Get to DC, Part II" <http://archivesdc2014.wordpress.com/2014/03/21/>
- "Planes and Trains and Automobiles: An Update" <http://archivesdc2014.wordpress.com/2014/03/28/>

## Around Town

Those familiar with DC know that the city is divided into four quadrants (Northwest, Northeast, Southwest, and Southeast). Each quadrant, and more specifically each neighborhood, has its own personality, in addition to a variety of tourist attractions, amenities, and public transportation options. Andrew Cassidy-Amstutz and several of our colleagues on the Host Committee will share information about each of DC's four quadrants, exploring them in advance of your arrival and documenting their findings to help you decide on the coolest neighborhoods to explore, the greatest museums to visit, the most compelling monuments to see, useful smartphone apps for navigating, and the best restaurants to enjoy.

Accompanying our DC favorites is additional information about activities for children, day trips to neighboring cities and sites, entertainment options, and the service opportunities and repository tours available to attendees. We plan to share a little something about ourselves as we discuss why we enjoy living and working in the "DMV" (DC/Maryland/Virginia) area.

## Baseball

For baseball fans, the Washington Nationals will be hosting the Pittsburgh Pirates on Saturday, August 16, at 7:05 pm. Blog



**Chris Marino** joined the Environmental Design Archives (EDA) at the University of California, Berkeley, as the reference and outreach archivist. Marino will collaborate with faculty to incorporate EDA's collections into their curriculum, assist students, and curate exhibits. Marino previously worked as the project archivist for the Architecture and Design Collection at the University of California, Santa Barbara.



**Amy Rushing** has been appointed head of special collections at the University of Texas at San Antonio Libraries. Previously, she was head of digital access services at the University of Texas Libraries in Austin.



**Dr. Fred Stielow** has retired as vice president and dean of libraries of the American Public University System (APUS). Stielow joined the university in 2005 and is credited with building its state-of-the-art virtual library. His electronic course guides initiative has helped minimize textbook costs for students and was recognized with innovation awards from IMSGlobal in 2012 and Association for Continuing Higher Education in 2013. Stielow will continue to serve APUS as a scholar-in-residence.

## NEWS BRIEFS

### University of Akron Digitizes Technical Reports

The University of Akron Archival Services announced the completion of a nine-month \$1,980 National Historical Publications and Records Commission grant awarded last April through the Ohio Historical Records Advisory Board. The funding was used to digitize 153 technical reports from the Daniel Guggenheim Airship Institute, which document research in lighter-than-air flight, heavier-than-air flight, meteorology, aerodynamics, and G-force measurements, and can be accessed at <http://cdm15960.contentdm.oclc.org/cdm/landingpage/collection/p15960coll3>.

### Old Dominion Receives Notable Composer's Papers

Composer John Duffy has donated his handwritten and published scores, journals and speeches, photographs, and awards to the Old Dominion University Libraries Diehn Composers Room. Duffy composed more than three hundred works for symphony orchestra, opera, theater, television, and film. Scores for Broadway and Off-Broadway productions include *The Ginger Man*, *Macbird*, *Mother Courage*, *Playboy of the Western World*, and many Shakespeare plays. As founder and president of Meet the Composer, Duffy initiated countless landmark programs to advance American music and aid composers.

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David S. Ferriero

National Archives and Records Administration  
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# NARA's New Strategic Plan Outlines "Stretch" Goals

A few months ago, it was my pleasure to sign off on a document that will guide the National Archives into a bold new future—our Strategic Plan for 2014 to 2018.

This is not a top-secret document or a mandated report to be dropped into a filing cabinet. You can read it at <http://www.archives.gov/about/plans-reports/strategic-plan/2014/nara-strategic-plan-2014-2018.pdf>.

## NARA's Ambitious Plan

The Strategic Plan is NARA's roadmap to the future, a twenty-four-page document that spells out the four—yes, just four—simple yet dynamic goals that we will pursue over the next five years.

To develop this plan, we talked with our customers, staff, donors, stakeholders, and many others. I want to thank everyone, including SAA members, for taking the time to read our draft plan and provide informed comments.

The result is an ambitious plan that builds on the six outcomes of the transformation we have undergone in the past few years: We will work as *one* NARA, not as component parts. We will be *out in front* in embracing the primacy of electronic information in all our work. We will foster a culture that results in *an agency of leaders*. We will turn NARA into *a great place to work* by empowering our staff, our most vital resource. We will *focus on our customers*

and find ways to serve their needs more effectively. And we will be an *open* NARA—open to learn from others outside the government.

## NARA's Goals

Some of the goals and initiatives in the new plan will not be fully achieved during this five-year planning cycle. What is important, however, is that the plan challenges and encourages our staff to stretch their vision. I want them to be bold, ambitious, and versatile, ready to try new ways and initiatives to reach these goals:

- **Make access happen.** This is the essence of what we do as the nation's recordkeeper. We plan to make accessible all of the born-digital records and as many of our 12 billion pages of traditional (paper) records as we can as *quickly* as we can digitize them—the most requested records first. This is a lofty goal—a “stretch” goal indeed—but we need to have these kinds of goals to challenge us.
- **Connect with customers.** We want to engage our customers in what we do and be an example of open government. This way, we can respond to their needs sooner and more effectively. We work to retrieve requested records, we host workshops and exhibits at our facilities, and we open proposed federal regulations for commenting to keep an open dialogue with our customers.

- **Maximize NARA's value to the nation.** As the steward of the nation's records, we lead the way for federal agencies to find more effective and less burdensome ways of managing, preserving, and making accessible the nation's records. I believe this work will, in turn, elevate the status of NARA—and the archival profession—in the public's eye.
- **Build our future through our people.** We will support our staff first by improving the channels we use to communicate with them so that they are fully informed. And we will provide opportunities for training and education, mentoring, and cross-training so that everyone can find a career path at NARA. We invest in our staff who are valuable assets to the agency to ensure we have the skills we will need in the future.

This last goal is especially important. Key to the success of this Strategic Plan is our dedicated staff of more than three thousand, located in more than forty facilities around the country.

The Archives' staff is a diverse group of incredibly talented individuals who love what they do and do it well, which is one of the reasons I have such respect for them. People I meet in my travels often say that the Archives has some wonderful treasures in its vaults. Our greatest treasures, however, are the ones who go home at night—our staff. They will ensure the success of this plan.

We've established our goals, some of them “stretch” goals. Whether or not we reach our goals, what's most important now is that we begin the journey to reach them. Let us know how we're doing. ■



## Equitable Solution Sought for Orphaned Works

SAA's Intellectual Property Working Group members Jean Dryden and Eric Harbeson participated in public roundtables on potential legislative solutions for orphan works and mass digitization hosted by the US Copyright Office in mid-March. Harbeson sat on two panels, "Defining a Good Faith 'Reasonably Diligent Search' Standard" and "The Role of Private and Public Registries." In his discussion of the "Reasonably Diligent Search" requirement, Harbeson emphasized that for a search to be "reasonable" it has to be time- and cost-effective, and the search requirements themselves should not foreclose the use of orphan works. His testimony cited Maggie Dickinson's article "Due Diligence, Futile Effort: Copyright and the Digitization of the Thomas E. Watson Papers" (*The American Archivist* 73:2), which discussed the futility of doing what the publishing industry thinks should be done to identify rights holders in orphaned works. To read Dryden and Harbeson's report of this event, visit <http://goo.gl/iy9LxE>.

## Follow-Up on March/April Archival Outlook

Intrepid SAA member Bruce Dearstyne enjoyed the *Archival Outlook* article on the Vermont State Archives and Records Administration Building dedicated to Gregory Sanford in 2012 following his thirty years of service ("The Sense of Wonder," March/April 2014). Dearstyne noted, however, that another archivist had also received this honorable distinction: In 2005, Maryland's state archives building was named the Edward C. Papenfuse State Archives Building in honor of Papenfuse's thirtieth anniversary as state archivist.



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## Discussions of Copyright Extensions Collapse at WIPO Meeting

Discussions by the World Intellectual Property Organization (WIPO) Standing Committee on Copyright and Related Rights (SCCR) collapsed in May after the European Union (EU) moved to block future discussion of exceptions to copyright laws that would aid libraries and archives in serving the public. In what some are labeling an "act of obstructionism" at the SCCR's twenty-seventh session, held April 28–May 2, 2014, in Geneva, the EU refused to agree that the committee would continue to discuss any "text-based" document addressing the many library and archives issues that had been under negotiation for the past three years.

SAA was joined at the SCCR meeting by more than a dozen library and archives delegations from Europe, Latin America, Africa, Australia, Canada, and the United Kingdom. The goal of the meeting was to formulate language for international library and archives exceptions to copyright law. At stake, according to William Maher, director of the University of Illinois Archives and SAA's representative at SCCR, is the future for an international treaty that would address such archival matters as responding to cross-border requests, preserving and making available orphan works, and preservation in the digital world. For more information, see <http://www2.archivists.org/groups/intellectual-property-working-group/advice-and-advocacy>.

## Sprucing Up In the Loop and Archival Outlook

Notice anything different about SAA periodicals? Just in case you haven't, we've made some improvements that we'd like to crow about.

**In the Loop:** A new responsive design was introduced in the April 30 issue. This format optimizes the appearance of the periodical across all devices and screen sizes, allowing you to easily read the newsletter on your desktop or smartphone. A navigation bar was added beneath the nameplate so that you can jump to your favorite section, and "top" links were added throughout the newsletter to quickly bring you back to the beginning. Another innovation is the top story, which functions as a lead feature to further keep you "in the loop" on the hot topics from the past two weeks.

If you missed an issue, you can easily access the *In the Loop* archives at <http://www2.archivists.org/intheloop>.

**Archival Outlook:** A digital edition was launched with the January/February issue using the BlueToad digital publishing solution. The cool new format allows you to share individual articles or the issue via a variety of social media outlets, access text-only versions of articles by clicking on the headlines, and zoom in on text for an optimal reading experience. Flexible settings allow you to control flip sounds, page shadows, flip animation, and the link rollover sound. Other nifty features include thumbnail images of each page, adding notes or "favorite" pages, a handy index of advertisers, and the ability to print or download a PDF version.

Back issues from 2013 have been retroconverted to digital editions and are stored in an easily accessible archives.

These improvements to *In the Loop* and *Archival Outlook* are brought to you by recommendations of the 2012–2013 Communications Task Force. We hope you'll agree that this sprucing up is something to crow about!

## Going Off the Record continued from page 2

and the large majority of jobs called for an MLIS or MA in history. Do we need to help hiring officers understand what an archivist is, what training archivists should have, and that having a particular degree does not mean someone will be a successful archivist? Does this lead us back to certification/accreditation of archivists or archival education programs?

We must also show employers that archivists are integral to the success of every organization. One commenter noted that we should look beyond the traditional distinctions of where an archivist works and include areas in IT, corporations, and beyond. This commenter also said we need to be where people are thinking about managing information or caring for materials. Another noted that she is an archivist because she facilitates the access and use of materials, and the skills needed

may vary based on where one works. I agree with both of these comments. Archivists and SAA need to demonstrate that archivists provide benefits that can improve the bottom line and the organization as a whole.

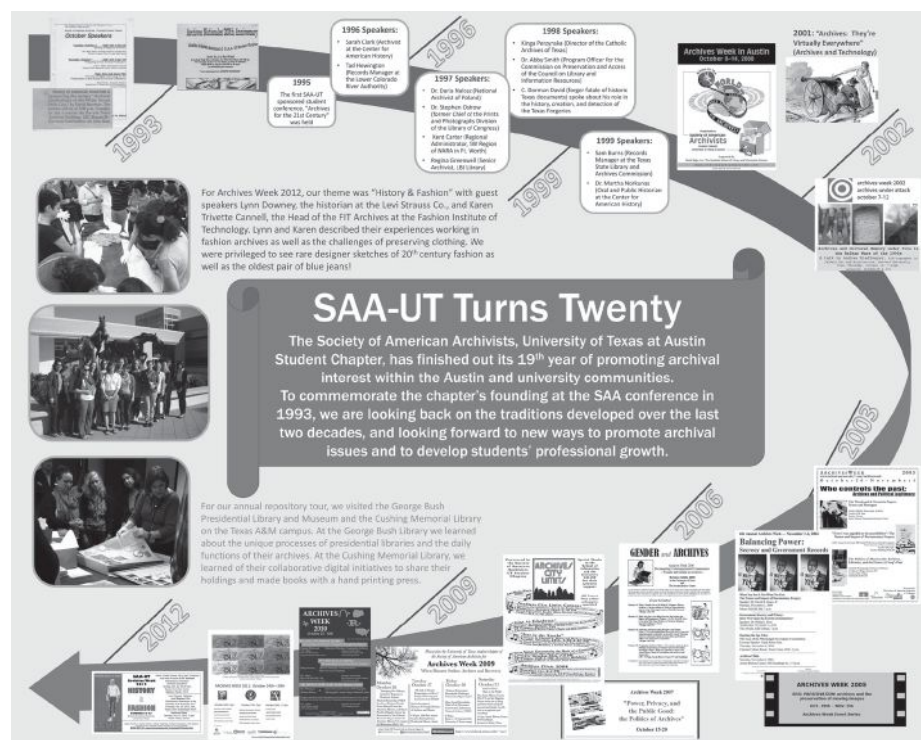
I have a few more months before I pass the care and feeding of the blog to my successor, Kathleen Roe. In the meantime, I hope that you will take time to read *Off the Record* and to make comments, ask questions, and suggest other topics for the blog. ■

## Cherished Traditions ★ New Directions continued from page 5

be professional development rather than community outreach. We agreed as a board that there are plenty of organizations in Austin and Central Texas that are better prepared for community outreach, so we want to focus on the needs of our members." Their goals for this year include coordinating career panels, networking events, and repository tours. They will be helping members find rideshares and roommates for the SAA and Society of Southwest Archivists annual meetings this summer, as well as providing partial conference scholarships to the entire membership.

The goals of SAA-UT, as defined in its constitution, have remained constant from those established at the first meeting in 1993:

- To provide activities for members to discuss archival issues, interact with professional archivists, and engage in professional activities.
- To promote communication with other student groups within the university, such as the American Library Association, as well as student chapters at other universities, to develop mutual interest of the library, information, and archival professions.
- To promote archival interest at the university and within academic departments through seminars, convocations, and curriculum planning.
- To acquaint members with the objectives, ethics, and publications of the Society of American Archivists.



Poster presented by Megan Dirickson at the CoSA/SAA Joint Annual Meeting in New Orleans last year to celebrate SAA-UT's twenty years in existence. *Courtesy of Megan Dirickson.*

The goals have not changed, but perhaps the needs of our students and the profession at-large have.

SAA-UT discovered that students are looking for new ways to collaborate, learn from one another, and establish new connections. In response to the need for increased avenues of communication with other student chapters, we organized a meeting of student chapter leaders at the SAA Annual Meeting last August in New Orleans. The meeting was well attended, included support from the SAA leadership, and brought about an enthusiastic exchange of ideas among leaders from at least eleven student chapters.

Another student chapter leaders meeting is being planned for the Joint Annual Meeting of CoSA, NAGARA, and SAA this August in Washington, DC. We hope that students and established archivists alike will consider joining us. ■

Calling all SAA-UT alumni: Do you have records from your time in SAA-UT? Please contact [saautx@gmail.com](mailto:saautx@gmail.com) if you would like to donate materials to the SAA-UT archives.

## Accessible Archives continued from page 6

transcriptions. These documents are then reviewed by a person for errors. (Handwritten documents are poorly transcribed using OCR and still require almost complete transcription by a person.)

### Other Considerations

In addition to the digitization, AFB will continue to ensure that our website is accessible to users with disabilities. Web designers often inadvertently create barriers to assistive technology users or users with low vision who aren't using assistive technology. These barriers include using color to indicate the sections of a page; labeling forms incorrectly; or using images without text labels (ALT tags), descriptions, or transcriptions. For some individuals with low vision, it can be challenging to read web materials that are composed in unusual typefaces. Accessible websites allow users to select text and transform it into a font of their choosing. Flash software that allows users to zoom in and out of an image may

be useful to some users with low vision, but will be inaccessible to a user who is blind.

\* \* \*

The digitization of Helen Keller's archival collection—as with many other collections—greatly assists with the long-term preservation of information and its dissemination. But many online collections are useless to those with vision loss. Just as the Talking Book pioneered by AFB in the 1930s brought information and literature to thousands of those with vision loss around the world, today historical collections must be available to both nonsighted and sighted audiences if we are to create equal access to the vast amount of learning, culture, and education that is increasingly available on the web. To learn more about the Helen Keller Archives, visit [afb.org/helenkeller](http://afb.org/helenkeller). ■



Helen Keller in 1920. The American Foundation for the Blind holds Helen Keller's archival collection of more than 80,000 items. *Courtesy of the American Foundation for the Blind.*

## Finding Edward continued from page 9

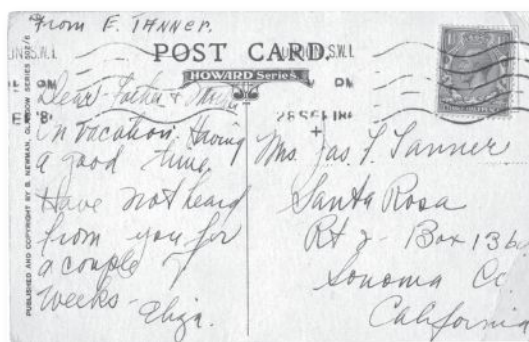
in Sonoma County. I saw southern Cal. and the corn Eastern states and I saw nothing to compare with Calif especially Old Sonoma County and what I see of France I don't like at all. [August 1918]

I am well and getting along fine even if it is a wet rainy country and the state of Washington is a desert compared to it as it rains all of the time here. [March 27, 1919]

Also contained in Edward's letters are numerous mentions of local people: George Schelling, a bicycle repair man and Santa Rosa's first automobile dealer; Finlaw Geary, a well-known and respected lawyer; and California State Senator Walter Price. Edward's firsthand accounts of these individuals, who were more a part of Sonoma County history than Edward ever was, gave us insight into the early part of the twentieth century.

Although the letters were at the mercy of government censors, a great deal of

information about daily life and social commentary by both Edward and Eliza was encapsulated within. The Tanner correspondence includes references to popular culture and commentary on the subtle, and sometimes not-so-subtle, differences between Europe and the United States.



A postcard from Eliza Tanner to her family in Santa Rosa, California. *Courtesy of the Gaye LeBaron Collection, Sonoma State University.*

\* \* \*

Edward's and Eliza's personal accounts of their experiences during World War I provide us with a rich historical view of Europe during times of combat and insight into our

own Santa Rosa during the early part of the twentieth century. Documents such as these are the little gems that one can find while conducting research or simply perusing the library catalog at Sonoma State University. ■

### Notes and Sources

The Tanner letters are available at: <http://northbaydigital.sonoma.edu/cdm/search/collection/Lebaron/searchterm/tanner/order/title>. To make an appointment to view the original Tanner letters and other Gaye LeBaron materials, please contact the Special Collections Department at SSU: (707) 664-4152 or [specialcollections@sonoma.edu](mailto:specialcollections@sonoma.edu).

Clark, George B. *The American Expeditionary Force in World War I: A Statistical History, 1917-1919*.

"Eliza Tanner Dies at 79." *Press Democrat*. August 12, 1965.

"Edward Tanner." *Press Democrat*. July 9, 1961.

"Good County Facilities Attract Best in Field." *Press Democrat*. October 24, 1965.

*History of the Fortieth (Sunshine) Division; Containing a Brief History of All Units Under the Command of Major General Frederick S. Strong, 1917-1919*. 1920.

LeBaron, Gaye. *Santa Rosa, a Twentieth Century Town*. 1993. (pp. 20-22, a68, 206.)



## Send in the Professors continued from page 11

known about this invaluable resource at her institution.

### Thinking Creatively

It's also a challenge to find professors who are willing to step out of their comfort zones and think creatively about new projects. Professors have to consider the logistics involved with planning a new project for students. Typically, a professor will need to plan projects a semester or two in advance.

We were lucky to work with a new, eager history professor, Zac Wingerd. After learning about our extensive map collection, he devised a map deconstruction project for his Atlantic world history class. Staff pulled about twenty maps representing the Atlantic world. Each student selected a map and researched it to find its significance, audience, bias, cartographer, and other facts. A few weeks later, the class returned to the map room to present their findings. Several TC staff attended the presentations and learned new information about maps. The professor was pleased with the project and is looking forward to using our materials more in the future.

### Expanding Existing Projects

Sometimes a professor might decide to expand an existing special collections project. Nathan Alleman had been working with TC for a few years with his Foundations and History of Higher Education class, for which he assigned a ten-page paper on any topic in Baylor University's history that required students to conduct research using primary sources. In 2012 he decided he wanted to do more with the project, noting that the work "should be available to a wider audience who would appreciate not just the basic historical facts, but the organizational context into which students are placing these events."

Of course, when people outside the discipline talk about context, it makes archivist hearts happy, so naturally we were happy to provide additional support for this project. University Archivist Amanda

Norman worked with the professor and library technology staff to set up a class blog, which can be found at [blogs.baylor.edu/hesabaylorhistoryproject](http://blogs.baylor.edu/hesabaylorhistoryproject). The posts are basically academic papers with visuals, and now anybody can find them. The blog will grow with students' research each year; the 2012 class looked at Baylor from 1900 to 1920, the 2013 class focused on 1921 to 1930, and future students will continue to add to it.

To prepare their posts, students scheduled individual research consultations with the university archivist to discuss topics and possible resources for exploration. These consultations were not required, but the majority of students met with the archivist at least once—for many of these students, the project was their first experience with special collections.

Common topics explored on the blog thus far include athletics, Baylor's relationship with its Baptist heritage, and women's education. Other topics have ranged from examinations of particular student groups to Latin education in the curriculum to Baylor's response to campus tragedy. We predict some topics will be explored year after year as Baylor's response to different issues changes, but that every decade will present topics unique to the time. Students were excited to have their work online—which also motivated better research, we hope!

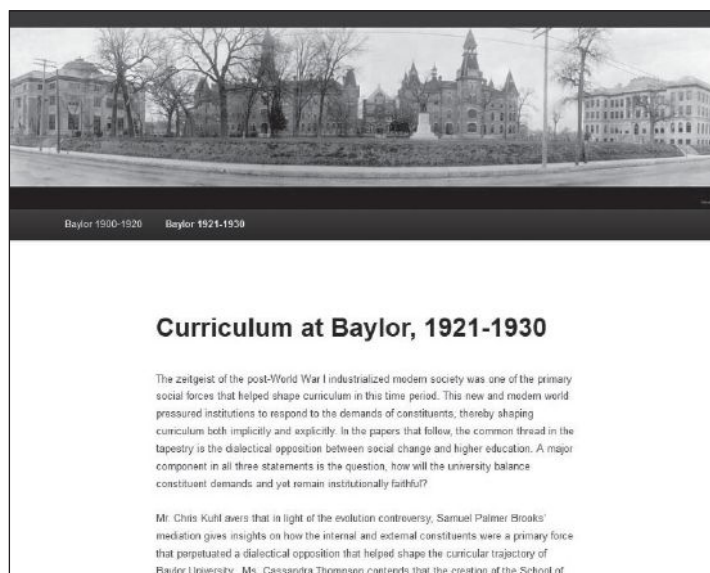
### Promoting Projects

We promoted the Baylor history blog project by preparing posts on our own social media outlets. Because this was time consuming, we will ask the next class to promote its work. We use this class as an example when working to attract other professors to our collections and to encourage

**Primary resource projects raise awareness with students (and faculty) about the existence and value of special collections and how they can be a part of their professional toolkits.**

professors like Spinks, Good, and Wingerd and their students to contribute blog posts on their research experiences (no takers yet, but many expressed interest).

Most importantly, the students involved in hands-on special collections research can become advocates for us. They might return to TC for other classes—without prompting!—and they understand the value and privilege of being able to use rare and unique materials. When considering potential faculty partners, resist the temptation to work only with history professors—as illustrated in this article, TC enjoys working with modern foreign languages, education, and other programs. Primary resource projects raise awareness with students (and faculty) about the existence and value of special collections and how they can be a part of their professional toolkits. ■



Baylor University's HESA (Higher Education and Student Affairs) history project blog will grow each year as new classes use special collections to examine different decades in the school's history. A fall 2014 history class is set to investigate 1931–1940. *Courtesy of The Texas Collection, Baylor University.*

## When Is Enough Enough?

continued from page 13

Query construction affected success in tasks with no obvious keyword phrase (task ten). In this task, participants were successful, but some required multiple attempts with different search terms or had difficulty determining related search terms, while others chose a better synonym on their first or second attempt.

### Summary and Discussion

This study observed subjects attempting to conduct research with three different descriptive tools offering varying amounts of description of a large and initially highly disorganized archival collection. Overall, research using this collection became more feasible as a more detailed finding aid became available, but challenges remain. Most participants did not stop to read scope and content notes, even when their search term was highlighted within that note and they were having difficulty locating materials, as in task four. Several participants commented that they typically skimmed such notes or would not read them if they were more than a few sentences long.

Study participants were successful at completing the tasks using only an initial box list for the collection; however, despite participants' impressions, they did not realize that the collection they were considering was unfolded and highly disorganized. Similarly, many participants in studies two and three expressed a desire for context. Participants who conducted searches using the browser page find feature would locate a result and scroll up to assess what series and subseries they were in and further evaluate that result. This method also led to numerous requests for additional design features, including back to top links, subseries links in the top series arrangement section, and clearer delineation in the finding aid of where in the document the user is at any time.

Throughout the studies researchers were satisfied with the amount of description presented but expressed improved satisfaction as more detail became available. Exclusive use of in-document search in study one, even with the knowledge that the description was minimal and not encompassing of the whole collection, indicates the find feature is an asset but also a limitation. In study three, one participant noted that in spite of her two-phrase search

failing, she thought there was likely material in the collection that met her research need. Another subject in this study commented on a less successful search, noting that perhaps "the way [the folder titles] are written didn't come up under this search."

### Conclusion

These studies were conducted to assess the feasibility of conducting meaningful research with large archival collections with varying amounts of description available. Participant feedback informed further iterations of a finding aid for the collection that served as a use case. In particular, scope and content notes at every level were edited for length and content in an attempt to capture the attention of subjects, as were many folder titles. The SCRC can incorporate these data as we refine our finding aid design and processing practices.

While processing archivists will continue to strive to create ideal finding aids, we can take solace in the knowledge that researchers will find success with the descriptive tools we make available. As one subject phrased it, "It's impossible to anticipate everything everyone is going to search." ■

# SOME SAY "That's just a phrase." WE SAY "It's our promise!"



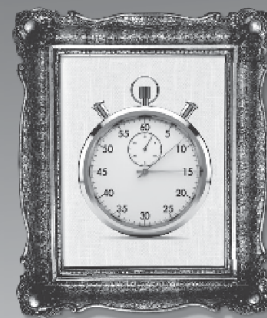
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## A New Way to Teach in the Archives

continued from page 3

knowledge about their collections. They often have more experience teaching document analysis to a diverse group of students. The website abandons the notion of archivists as mere service providers and shows that more collaborative partnerships result in better learning experiences for students.

### Teacher-Tested Exercises

The fourteen in-archives exercises featured on TeachArchives.org are based on class activities developed for the SAFA project during the 2011–2012 and 2012–2013 academic years. Project staff collaborated with partner faculty to develop these activities, helped them tweak and revise the lessons each semester, and worked with the professors as they produced a final published version on the website for others to utilize. All exercises include a detailed agenda, any handouts used, a full list of citations, and digitized versions of select collection items. They also address how to provide context and what to do with students before, in between, and after archives visits.

The exercises cover a range of topics (from vaudeville to urban development to the cultural history of garbage) and use a variety of formats (such as maps or photography). Because of the strengths of the BHS collection, the objectives of the SAFA courses, and the sesquicentennial, many of the exercises are focused on the Civil War, slavery, and freedom.

Instructors teaching near BHS can contact the archives to schedule a class visit and then conduct TeachArchives.org exercises at BHS with all of the same original materials. Teachers outside New York City can utilize the sixty digitized collection items as reproductions during in-class versions of the exercises.

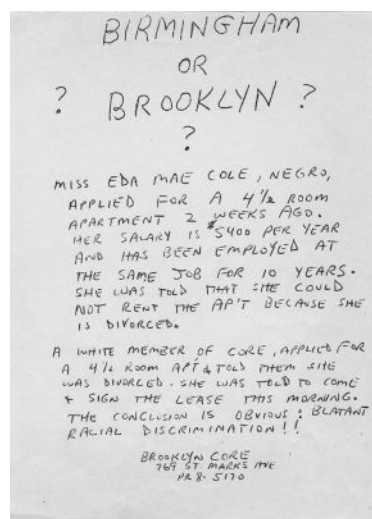
By sharing these sample curricula, TeachArchives.org allows other archivists and educators to see the teaching philosophy in practice and to learn to apply similar models and pedagogical design in different contexts. For example, in “Civil Rights in Brooklyn: A Scaffolded Approach,” students first study a single document and then

move up to studying the whole folder from which it came. This model could easily be used with different archival collections or applied to another course’s learning objectives. “Impromptu Speeches in the Archives” teaches educators how to have students analyze three items in the archives (any documents will work!) and then deliver in-archives presentations about their findings.

### Evaluators: TeachArchives.org Works

Over the course of the three-year grant that made TeachArchives.org possible, independent evaluators observed the SAFA project and collected evidence of student engagement, student performance, student skills, student retention, and faculty learning. They found that students who visited the archives were more engaged with and excited about their coursework, showed improvement in certain academic skills, and in some cases, achieved better course outcomes and retention rates than their peers. Moreover, evaluators observed that the eighteen faculty participants became more thoughtful and effective instructors as they employed the project’s teaching philosophy.

TeachArchives.org also features articles written by faculty who participated in the SAFA project reflecting on their experiences, growth, and lessons learned. These professors hail from departments as diverse as English, history, fine arts, architecture, and communications. They discuss how well-designed archives visits improved student engagement, and they offer concrete advice about how to incorporate deep primary source analysis into large survey courses. One English professor describes how incorporating original documents into her American literature course enabled students to compare the material artifacts of early printed slave narratives with the anthologized versions they had read in their assigned textbook. A



Flyer, “Birmingham or Brooklyn?” circa 1961–1964. This document was used in the exercise “City Rights in Brooklyn: A Scaffolded Approach,” in which students visit the archives three times to examine documents related to the civil rights movement. *Arnie Goldwag Brooklyn Congress of Racial Equality (CORE) collection, ARC.002, box 1, folder 1. Courtesy of Brooklyn Historical Society.*

photography professor reveals how primary source analysis is, perhaps unexpectedly, an effective strategy for teaching fundamental design skills to her advertising students.

### Documenting a Robust Instruction Project

TeachArchives.org includes extensive documentation about the SAFA project, including detailed explanations about the one hundred-plus class visits to the archives, the professional development program

designed for partner faculty, and the summer research fellowship created for select undergraduate students. This section also includes official reports to the US Department of Education and a full list of presentations and publications associated with the project.

This “Project” module provides archivists with big-picture and nitty gritty answers to questions about what SAFA staff did and how they did it. Archivists interested in implementing similar programs (or even just aspects of the SAFA project) can find guiding advice as well as practical details.

A “Useful Tools” page lists the many free solutions (such as SignUp Genius) that were indispensable in running such a robust program, collects the resources that we created for the project (such as our Google Forms–based online call slip), and answers many FAQs that archivists may have.

### Spreading the Message

It is our goal that TeachArchives.org will inspire and help archivists to teach more effectively with primary sources. We are eager to hear feedback about site content, and we would be thrilled to help implement similar programs elsewhere. Do not hesitate to contact us at robin@teacharchives.org and julie@teacharchives.org. ■





## FROM THE EXECUTIVE DIRECTOR

Nancy P. Beaumont

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# Goal 2

SAA's newly adopted Goal 2: Enhancing Professional Growth, aspires to the following: "Archivists have access to the professional resources they need to be successful and effective in their careers."<sup>1</sup>

Some might say that SAA has always been about providing members with access to professional resources. That's what professional associations do. So what's new?

Built into the strategies associated with the goal are some very important qualitative statements. In working toward Goal 2, SAA will:

- Provide content, via education and publications, that reflects the *latest thinking* and *best practices* in the field.
- Deliver information and education via methods that are *accessible*, *affordable*, and *keep pace with technological change*.
- Support the career development of members to assist them in achieving *their goals*.

We'll know that we're succeeding when member participation increases and when your evaluations reflect continuous improvement in the quality, relevance, and accessibility of content. Harder to tease out will be whether SAA is helping you achieve *your* career goals . . .

Here's what's on the horizon as we address Goal 2.

## In Education . . .

By June 30, we will have implemented 115 face-to-face courses and workshops since July 1, 2013, of which 88 are related to SAA's Digital Archives Specialist (DAS) Curriculum and Certificate program.<sup>2</sup> The very busy DAS Subcommittee and Education staff have simultaneously been 1) working with instructors to update their content to "reflect the latest thinking and best practices in the field"; 2) developing tests to accompany each DAS offering; and

3) creating, testing, and administering a comprehensive DAS examination that ninety-four individuals already have taken.

Lest you think that DAS is the sole focus of our professional development efforts, the Committee on Education and staff also are continuously creating new and updating existing offerings in other domains, as reflected in twenty-seven programs scheduled this year. Based on our experience to date with DAS, they're developing an innovative approach to providing comprehensive coverage of other subject areas, beginning with arrangement and description.

If you're wondering how we choose topics and locations for SAA's courses and workshops, the straight answer is that most are scheduled as a *direct* result of members asking for them to be presented at a nearby location.

The commitment to provide affordable online learning continues: Five new webinars are being developed for release between July 2014 and March 2015 to supplement the fifteen online, on-demand webinars that are now available.<sup>3</sup>

## In Publications . . .

Publications Editor Chris Prom and the Publications Board will be developing *nineteen* new titles for the Trends in Archives Practice series, joining the three existing modules on archival arrangement and description.<sup>4</sup> The Board scanned the environment and available data to determine which topics would be of most value to archivists and students as they seek out practical information on managing archives and manuscript collections in the digital age. Topics to be covered in 2014–2015 are: *Becoming a Trusted Digital Repository*, *Digital Preservation Essentials*, *Rights in the Digital Era*, *Teaching with Primary Sources*, *Putting Descriptive*

*Standards to Work*, and *Archival Appraisal and Acquisition*.

Each module of ten thousand to twenty thousand words represents the best of current practice, with limited reference to debates about the more theoretical or contested aspects of archival work. Each points to other valuable resources, both within the series and in the broader literature. And each provides advice that is appropriate for implementation in a wide range of repositories.

The modular approach enables SAA to be more agile in the development phase and to provide the information at an affordable price, especially for SAA members. But here's an interesting dilemma: Despite member surveys indicating a great interest in transitioning to e-publications, we are experiencing the same gap between theory and practice that so many other publishers are facing—print still rules. As we build a critical mass of individual Trends modules that are available only electronically, we will also package together three to four related modules so that you have the option to purchase the cluster in print, PDF, or EPUB formats.

Comments or questions? Contact me at nbeaumont@archivists.org. ■

## Notes

<sup>1</sup> The Strategic Plan 2014–2018 was adopted by the SAA Council in January 2014: <http://www2.archivists.org/governance/strategic-plan/2014-2018>. See the "Key Performance Indicators" on that page for more on what progress toward Goal 2 might look like.

<sup>2</sup> See the complete Continuing Education Calendar here: <http://saa.archivists.org/Scripts/4Disapi.dll/4DCGI/events/ConferenceList.html?Action=GetEvents>.

<sup>3</sup> See the list of online, on-demand webinars here: <http://saa.archivists.org/events/ConferenceListOLOD.html?Action=GetEvents&>

<sup>4</sup> Trends in Archives Practice complements the volumes in SAA's Archival Fundamentals Series II. For more information: <http://www2.archivists.org/news/2014/get-ready-to-bloom-with-trends-in-archives-practice?>

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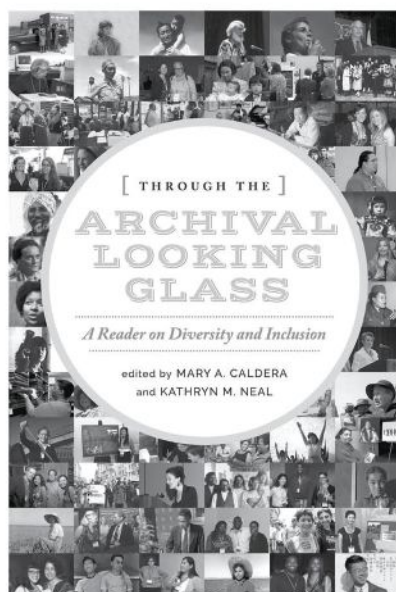


## New SUMMER READ



### Through the Archival Looking Glass: A Reader on Diversity and Inclusion

Edited by Mary A. Caldera and Kathryn M. Neal



The impulse to create archives is rooted in the very human need to leave one's mark on the world. Whether through letters, diaries, reports, photographs, films, or a teenager's simple need to scrawl "I was here" on a subway wall, there's a deep desire in individuals to tell their stories, to be seen literally and figuratively in archives.

With this desire also comes the need to ensure that archives are as diverse as the world we live in and to preserve the individuals and cultures that have been consciously or unconsciously underserved in the archives. This book features ten essays that explore prominent themes related to diversity, including:

- Creating a diverse record
- Recruiting diversity to the profession and retaining a diverse workforce
- Questioning the archive itself, on representation, authority, neutrality, objectivity, and power

By stimulating further ideas and conversation, we can come closer to a common understanding of what diversity and inclusion are or can be and, perhaps most importantly, how they may be realized in archives and the archival profession.

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